

The Impact of Co-curricular activities on Teaching-learning Processes in Pauri Garhwal District of Uttarakhand

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ABSTRACT

The primary goals of co-curricular activities are to focus on the individual (student), institutional, and broader community levels. The development of an individual is the principal goal of co-curricular activities. Numerous experiences have proven that these activities positively impact the student's emotional, intellectual, social, and interpersonal development. Students can learn to negotiate, communicate, and manage conflict through working with others. Taking part in these events out of the classroom activities helps students to understand the importance of critical thinking skills, time management, and academic/intellectual competence. The study highlights the impact of various co-curricular activities on the teaching-learning process and further explores the correlation between teachers' academic experience and students' academic performance in the purview of co-curricular activities.

Keywords: Learning Outcomes, Teaching, Learning, Co-curricular Activities, Student

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INTRODUCTION

Co-curricular activities are meant activities that help the student's all-round development. It helps to develop and achieve the pre-determined goals of education. While defining these activities, Pathan (2010) stated that co-curricular activities are those student activities in which the students are required to carry out some responsibilities in a planned manner under the guidance of the teacher. School co-curricular activities have an important place from various perspectives (Moriana et al., 2006; Holland, 1987). Involvement in activities helps students mature socially by providing a setting for student interaction, relationship formation and discussion. Working outside of the classroom with diverse groups of individuals allows students to gain more self-confidence, autonomy, and appreciation for others' differences and similarities. The importance of these activities includes.

From Students' Perspective

- Purifies and redirects the basic instincts
- Develops social feeling
- Provides education of citizenship
- Teaches to make good use of leisure time
- Develops personality and inherent powers
- Develops morality
- It is helpful in establishing discipline
- Develops human qualities
- Collects healthy means of entertainment
- Provides practical knowledge

From Schools' Perspective

- It is helpful in achieving the objectives of education
- Makes the school environment attractive and energetic
- Brings the school closer to the society
- Makes teaching interesting and effective
- It is helpful in identifying the inherent strengths of the students

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From Societal Perspective

- Teaches civilization and culture to the society
- Develops social values
- Teaches the lesson of patriotism and national unity
- Teaches the lesson of awareness and alertness
- Develops democratic values
- By developing leadership qualities, it provides efficient leaders to the society and the nation

Role Of Co-Curricular Activities

Helpful in meeting personal needs

Everyone has basic personal needs. At the same time, s/he also wants security. The feeling of security expects that the society should ensure it. The program of student activities goes a long way in meeting these basic needs (Tanjung et al., 2021). In addition to these needs, the program seeks to promote self-expression, to know one-self and others. Intelligence also fulfills the needs to broaden one's interests, the power to control one's actions and to settle on new situations (Lall and Singh, 2020).

Helpful in meeting social needs

Social needs are closely related to these individual needs. The term

social is used to develop satisfactory relationships with others. Everyone experiences a strong sense of urgency to develop the ability to work and relate with others. This need compels him to teach some ethics, understanding and accepted ways of behaving well with others (Buckley, 2021). Student activities also give a person the power to lead, discipline, and overcome social conflicts.

Citizenship Training

The student activity program provides ample opportunities for the children to face real situations and make independent decisions to serve the community. Apart from that, it also develops democratic citizenship in them. Through these activities various civic skills and habits are developed in the children and they get practical civic training (Bakoban et al., 2015). Therefore, those qualities-leadership, the ability to be responsible, the feeling of looking at the rights of others with respect, the enthusiasm and work ability for social progress, the sense of welfare of others, etc. are developed in the children through student activities. These comprise essential elements of efficient democratic citizenship.

Meeting the needs of adolescence

This stage is very sensitive. Excess enthusiasm is found in this stage. Through these activities, this extra enthusiasm and basic instincts are engaged in various works to develop and prosper social personality (Metsapelto et al., 2014). Students' social and moral development is done via various extracurricular activities by fulfilling their emotional needs.

Physical Development

The child becomes active and strong through different types of physical activities. Sports, drill, exercise etc. make his body strong and his muscles strong.

Development of moral qualities

By participating in these activities, children develop the qualities of truthfulness, honesty, self-confidence, fairness, patience-persistence, humility-obedience, etc., which build a good character. By participating in these activities, the child learns to sacrifice his selfishness for the benefit of others, which develops moral qualities.

Development of special interests

Different types of activities are also very helpful in generating special interests in children. Various activities organized in the school develop potential qualities, professional skills and literary interests etc. in the children (Eder et al., 1995). These various skills are very helpful in making the future life of the child prosperous and successful. Various opportunities are provided through these activities for the development of children's favorite activities. These 'lovely activities' help the children to make good use of their leisure time (Buckley and Lee, 2021).

Helpful in the Living Disciplined Life

Student activities help a lot in establishing discipline in the school. Acceptance of individual differences and qualities of children through these is a very important solution to the problem of school discipline. Work involvement not only saves them from getting trapped in various wrong habits and actions but also provides them with opportunities for the development of their personal qualities and abilities and self-confidence.

Co-Curricular Activities In Uttarakhand

Several co-curricular activities are organized in Government Schools of Uttarakhand supported by various Government and Non-Government Organizations. All these activities can be divided into the following categories.

Review Of Literature

Analysis of prior research and theory demonstrates that most authors tend to favor extracurricular activities and extol its benefits on academic performance, a view that modern authors still maintain (Carmona et al. 2011; Pozón, 2014; Vindas. 2020; Bakoban et al. 2015). According to Wilson (2009), "determining the long-lasting effects of extracurricular activities may help parents and educators understand how participation can impact students' development now and in the future" (p.13). It cannot, therefore, be denied that extracurricular activities play an important role in helping students attain their learning objectives. Understanding the repercussions that may result from excessive participation in extracurricular activities may help better prepare teachers and parents to prevent developmental shortcomings among students. Authors that have contributed significantly to this area include Wilson (2009) who, in her Master's thesis, *Impact of Extracurricular Activities on Students*, emphasizes the advantages of such activities but adds that overloading students can backlash on their academic performance, stating, "the final assumption is that if students are over-extended, injured or participate in too many activities, it may negatively impact social adjustment, academic success and attendance" (Wilson, 2009, p.15). Massoni (2011) states that "well-directed, non-formal activities" in schools may be effective in attaining positive academic performance objectives while strengthening self-esteem and social skills. Yet, she is quick to question the effectiveness of such programs since they are no guarantee of success and vary according to the context as well as student needs and interests. Similarly, Eder et al. (1995) highlight the importance of participating in school activities outside of the classroom. Buckley et al. (2021) explain that activities that extend beyond the walls of the school building positively impact student mental health.

Objectives

- After completing this research, we will be able
- To explore the correlation between the academic performance of students with reference to co-curricular activities in schools and the academic experience of the teachers
- To explore the correlation between the academic performance of students with reference to co-curricular activities in schools and the type of teachers
- To understand the role of co-curricular activities in students' all-round development

Hypothesis

H0: There is no significant relationship between the experience of the trainers and the academic performance of students with reference to co-curricular activities in schools

H0: There is no significant relationship between gender of the teachers and academic performance of students with reference to co-curricular activities in schools

Research Methodology

A questionnaire has been developed using the various factors associated to co-curricular activities with reference to teaching learning processes. Respondents were supposed to supply their

Table 1: Co-curricular activities organized in Government Schools of Uttarakhand

<i>Educational Activities</i>	<i>Physical Activities</i>	<i>Literary Activities</i>
Sapnon Ki Udan, INSPIRE, Science Fair/ Drama, Eco-Club Activities, Pratibha Diwas, Doubt Clearing Day, Counseling and Guidance sessions	Sport Meet and Sports Activities organized at School/ Village Panchayat/ Cluster/ District/ State/ National Level	Sapnon Ki Udan which include Poem Recitation, Story-telling, Fancy Dress, Essay Writing, Bal-Shodh Mela
Activities related to citizenship training	Music and art activities	Craft activities
21st Century Learning Skills, AI and Coding, Morning Assemble, Children Parliament,	Drawing and Painting Competition, Folk Dance and Folk Song Competitions, Nukkad Natak	Sewing, knitting, embroidery, henna design, toy making, binding, radio Making or other common tools, candle making, soap making etc.
General Activities	Other activities	
Excursion, Picnic, Village-Supervision, Scout and Guide, NCC, NSS etc.	Photography, Album making, Museum making, Cleaning, Cleanliness drive and organizing various programs in line with State and Central Government's Guidelines	

views on five-point Rating Scale ranging from 1 - Never, 2 - Rarely, 3 - Sometimes, 4 - Often and 5 - Always. The collected data has been analyzed using R Programming to explore the necessary statistic (Chi-square Value and Karl Pearson Coefficient of Correlation) to relate various variables identified in the study. For the sampling purpose, the teachers from various Primary, Upper Primary and Secondary schools have been selected using quota sampling method, because it provides a better estimate of the whole and it results in more reliable and detailed information (Kothari, 2011). 20 teachers from Primary and Secondary Schools, 10 teachers from Upper Primary Schools and 15 Physical Instructors were interviewed for the purpose in January-February 2023. The demographic profile of the respondents is presented in Table 1.

Data Analysis

The research data has been collected from 65 respondents. On cross-tabulating the data between 'consideration of celebrations of cultural dates and its relevancy with NEP 2020 goals with teachers' academic experience', it has been observed that 30% of respondents who have 5-15 years of experience, 29% with 16 to 25 years of experience and 10% with 26+ years of experience have strongly/agreed the celebrations of cultural dates are relevant with NEP 2020 goals. Whereas 28% of respondents responded as neutral and 3% disagreed with this fact (Table 3). The Karl Pearson Coefficient of Correlation is calculated as 0.059, which shows a positive correlation between F1 and AE. The calculated value of χ^2 at 95% confidence level is 16.231 which is greater than the tabulated value ($\chi^2_{tab} = 12.592$) for six degrees of freedom and it shows that null hypothesis is rejected. Hence, there is a significant relationship between the consideration of celebrations of cultural dates and its relevancy with NEP 2020 goals with teachers' academic experience.

On cross-tabulating the data between 'excessiveness of co-curricular activities in school calendar with teachers' academic experience', it has been observed that 32% of respondents who have 5-15 years of experience, 38% with 16-25 years of experience and 14% with 26+ years of experience have strongly/agreed there is the excessiveness of co-curricular activities in school calendar. Whereas, 11% of respondents have responded as neutral and 5% have disagreed with this fact (Table 3). The Karl Pearson Coefficient of Correlation is calculated as -0.054, which shows a negative correlation between F2 and AE. The calculated value of χ^2 at 95% confidence level is 13.201 which is greater than the tabulated value

($\chi^2_{tab} = 12.592$) for six degrees of freedom and it shows that null hypothesis is rejected. Hence, there is a significant relationship between the excessiveness of co-curricular activities in school calendar with teachers' academic experience.

On cross-tabulating the data between 'suspension of lessons and its affect on the learning process of students with teachers' academic experience', it has been observed that 26% of respondents who have 5-15 years of experience, 15% with 16-25 years of experience and 8% with 26+ years of experience have strongly/agreed that suspension of lessons affects learning process of students. Whereas, 8% of respondents have responded as neutral and 43% have strongly/disagreed with this fact (Table 3). The Karl Pearson Coefficient of Correlation is calculated as 0.116, which shows a positive correlation between F3 and AE. The calculated value of χ^2 at 95% confidence level is 10.704 which is less than the tabulated value ($\chi^2_{tab} = 15.507$) for eight degrees of freedom and it shows that null hypothesis is accepted. Hence, there is no significant relationship between suspension of lessons and its effect on students' learning process with teachers' academic experience.

Table 2: Demographic Profile of respondents

<i>Demographic Profile</i>	<i>Frequency</i>	<i>%</i>	
Designation	Lecturer/Principal	12	19%
	AT/ PTI	23	35%
	AT/ HM UPS	10	15%
	AT/ HM PS	20	31%
Experience in Years	5-15 Years	21	32%
	16-25 years	21	32%
	26+ Years	23	36%
Gender	Male	33	51%
	Female	32	49%

On cross-tabulating the data between 'suspensions of lessons every time due to Co-Curricular Activities with teachers' academic experience', it has been observed that 29% respondents who have 5 to 15 years of experience, 37% with 16 to 25 years of experience and 18% with 26+ years of experience have strongly/agreed that lessons are suspended every time due to Co-Curricular Activities. Whereas 11% respondents have responded as neutral and 5% have disagreed with this fact (Table 3). The Karl Pearson Coefficient of Correlation is calculated as -0.043, which shows a negative



Table 3: Cross-tabulation between Academic Performance of Students and Academic experience of Teachers

		<i>Academic Experience (AE)</i>			
		5-15 Years	16-25 Years	26+ Years	Statistic
Do you consider that the celebrations of cultural dates are relevant with NEP 2020 Goals? (F1)	Strongly Agreed	19	21	6	$\chi^2= 16.231$ R = 0.059 df = 6
	Agreed	11	8	4	
	Neutral	11	12	5	
	Disagreed	1	1	1	
	Strongly Disagreed	-	-	-	
Do you think the amount of co-curricular activities in school calendar is excessive? (F2)	Strongly Agreed	18	18	5	$\chi^2= 13.201$ R = -0.054 df = 6
	Agreed	14	20	9	
	Neutral	6	4	1	
	Disagreed	4	0	1	
	Strongly Disagreed	-	-	-	
Do you think that the suspension of so many lessons is affecting the learning process in students of our school? (F3)	Strongly Agreed	10	10	4	$\chi^2= 10.704$ R = 0.116 df = 8
	Agreed	16	5	4	
	Neutral	3	5	0	
	Disagreed	10	18	7	
	Strongly Disagreed	3	4	1	
Do you agree that lessons are suspended every time there is a celebration of Co-curricular Activity? (F4)	Strongly Agreed	17	17	7	$\chi^2= 13.342$ R = -0.043 df = 6
	Agreed	12	20	11	
	Neutral	6	3	2	
	Disagreed	3	1	1	
	Strongly Disagreed	-	-	-	
Do you think that the celebrations and other activities of this nature motivate and attract the attention of students? (F5)	Strongly Agreed	11	12	1	$\chi^2= 15.821$ R = 0.031 df = 8
	Agreed	13	7	5	
	Neutral	4	4	0	
	Disagreed	9	19	6	
	Strongly Disagreed	2	5	2	

Table 4: Cross-tabulation between Academic Performance of Students and Gender of Teachers

		<i>Teachers' Gender (TG)</i>		
		Male	Female	Statistic
Do you consider that the celebrations of cultural dates are relevant with NEP 2020 Goals? (F1)	Strongly Agreed	38	31	$\chi^2= 8.097$ R = 0.042 df = 3
	Agreed	9	8	
	Neutral	3	8	
	Disagreed	1	2	
	Strongly Disagreed	-	-	
Do you think the amount of co-curricular activities in school calendar is excessive? (F2)	Strongly Agreed	28	21	$\chi^2= 8.186$ R = -0.023 df = 3
	Agreed	15	15	
	Neutral	6	8	
	Disagreed	2	5	
	Strongly Disagreed	-	-	
Do you think that the suspension of so many lessons is affecting the learning process in students of our school? (F3)	Strongly Agreed	12	13	$\chi^2= 10.643$ R = 0.186 df = 4
	Agreed	14	9	
	Neutral	4	4	
	Disagreed	19	12	
	Strongly Disagreed	2	11	

		Male	Female	Statistic
Do you agree that lessons are suspended every time there is a celebration of Co-curricular Activity? (F4)	Strongly Agreed	23	19	$\chi^2 = 9.139$
	Agreed	22	23	
	Neutral	2	4	R = -0.032
	Disagreed	4	3	
	Strongly Disagreed	-	-	
		Male	Female	Statistic
Do you think that the celebrations and other activities of this nature motivate and attract the attention of students? (F5)	Strongly Agreed	18	17	$\chi^2 = 11.752$
	Agreed	15	9	
	Neutral	9	9	R = 0.014
	Disagreed	7	12	
	Strongly Disagreed	2	2	
				df = 3
				df = 4

correlation between F4 and AE. The calculated value of χ^2 at 95% confidence level is 13.342 which is greater than the tabulated value ($\chi^2_{tab} = 12.592$) for six degrees of freedom and it shows that null hypothesis is rejected. Hence, there is a significant relationship between suspensions of lessons every time due to Co-Curricular Activities with teachers' academic experience.

On cross-tabulating the data between 'attention of students towards Co-Curricular Activities with teachers' academic experience', it has been observed that 24% respondents who have 5 to 15 years of experience, 19% with 16 to 25 years of experience and 6% with 26+ years of experience have strongly/agreed the Co-curricular Activities attracts students' attention. Whereas, 8% respondents have responded as neutral and 43% have strongly/disagreed with this fact (Table 3). The Karl Pearson Coefficient of Correlation is calculated as 0.031, which shows a positive correlation between F5 and AE. The calculated value of χ^2 at 95% confidence level is 15.2821 which is greater than the tabulated value ($\chi^2_{tab} = 15.507$) for eight degrees of freedom and it shows that null hypothesis is rejected. Hence, there is a significant relationship between students' attentions towards Co-Curricular Activities and teachers' academic experience.

On cross-tabulating the data between 'consideration of celebrations of cultural dates and its relevancy with NEP 2020 goals with teachers' gender', it has been observed that 47% male respondents and 39% female respondents have strongly/agreed the celebrations of cultural dates are relevant with NEP 2020 goals. Whereas, 11% respondents have responded as neutral and 3% have disagreed with this fact (Table 4). The Karl Pearson Coefficient of Correlation is calculated as 0.042, which shows a positive correlation between F1 and TG. The calculated value of χ^2 at 95% confidence level is 8.097 which is greater than the tabulated value ($\chi^2_{tab} = 7.815$) for three degrees of freedom and it shows that null hypothesis is rejected. Hence, there is a significant relationship between consideration of celebrations of cultural dates and its relevancy with NEP 2020 goals with teachers' gender.

On cross-tabulating the data between 'excessiveness of co-curricular activities in school calendar with teachers' gender', it has been observed that 43% male respondents and 36% female respondents have strongly/agreed there is excessiveness of co-curricular activities in school calendar. Whereas, 14% respondents have responded as neutral and 7% have disagreed with this fact (Table 4). The Karl Pearson Coefficient of Correlation is calculated as -0.023, which shows a negative correlation between F2 and TG. The calculated value of χ^2 at 95% confidence level is 8.186

which is greater than the tabulated value ($\chi^2_{tab} = 7.815$) for three degrees of freedom and it shows that null hypothesis is rejected. Hence, a significant relationship exists between excessiveness of co-curricular activities in school calendar and teachers' gender.

On cross-tabulating the data between 'suspension of lessons and its affect on learning process of students with teachers' gender', it has been observed that 26% male respondents and 22% female respondents have strongly/agreed that suspension of lessons affects learning process of students. Whereas, 8% respondents have responded as neutral and 44% have strongly/disagreed with this fact (Table 4). The Karl Pearson Coefficient of Correlation is calculated as 0.186, which shows a positive correlation between F3 and TG. The calculated value of χ^2 at 95% confidence level is 10.643 which is greater than the tabulated value ($\chi^2_{tab} = 9.488$) for four degrees of freedom and it shows that null hypothesis is rejected. Hence, there is no significant relationship between suspension of lessons and its effect on students' learning process with teachers' gender.

On cross-tabulating the data between 'suspensions of lessons every time due to Co-Curricular Activities with teachers' gender', it has been observed that 45% male respondents and 42% female respondents have strongly/agreed that lessons are suspended every time due to Co-Curricular Activities. Whereas, 6% of respondents have responded as neutral and 9% have disagreed with this fact (Table 4). The Karl Pearson coefficient of correlation is calculated as -0.032, which shows a negative correlation between F4 and TG. The calculated value of χ^2 at 95% confidence level is 9.139 which is greater than the tabulated value ($\chi^2_{tab} = 7.815$) for three degrees of freedom and it shows that null hypothesis is rejected. Hence, there is a significant relationship between suspensions of lessons every time due to Co-curricular activities with teachers' gender.

On cross-tabulating the data between 'attention of students towards Co-curricular activities with teachers' gender', it has been observed that 33% male respondents and 26% female respondents have strongly/agreed that Co-curricular activities attracts students' attention. Whereas, 18% respondents have responded as neutral and 23% have strongly/disagreed with this fact (Table 4). The Karl Pearson Coefficient of Correlation is calculated as 0.014, which shows a positive correlation between F5 and TG. The calculated value of χ^2 at 95% confidence level is 11.752 which is greater than the tabulated value ($\chi^2_{tab} = 9.488$) for four degrees of freedom and it shows that null hypothesis is rejected. Hence, there is a significant relationship between students' attentions towards Co-curricular activities and teachers' gender.



CONCLUSION AND RECOMMENDATIONS

Survey data aligns with data observed in relevant literature and prior studies. Co-curricular activities may benefit students if they are well-balanced and have a relevant academic purpose that may help motivate student interest in learning. Somehow, co-curricular activities also ease the burden of both learner and teacher. Benefits are directly related to Learning Outcomes prescribed by NCERT which promote integral development. Some co-curricular activities may not generate any learning experience and, in some cases, are considered unnecessary in educational processes that are meant to instruct - not entertain. The study reveals that extracurricular projects are not a problem, but problem lies in the excessive amount of time that is lost through these activities, forcing teachers to skip over or shorten the subject matter which, in turn, reduces the overall teaching quality. If regular classes were not interrupted by co-curricular activities, student performance would improve considerably as would the quality of our education.

Activities that interrupt regular classes should, therefore, be closely examined regarding how useful they are to the academic development of students who must no longer be deprived of vital classroom learning time. The goal is not to eliminate all co-curricular activities from the school curriculum but to better adapt them to academic objectives and the surrounding environment. CCAs must be reviewed and reorganized to better balance students' academic needs with recreational and motivational activities outside of the regular classroom that may also reap educational benefit. All the stakeholders must plan all the co-curricular and extracurricular activities so that similar activities won't conduct parallel. Further, it is highly recommended that students and school authorities not be pressured to participate in all such activities as it sometimes negatively impacts the students' and schools' performance.

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